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# THE VIRGINIA TEACHER

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June, 1929



## ROMANIC LANGUAGES

AT THE UNIVERSITY OF VIRGINIA

JAMES C. BARDIN

W. PATTON GRAHAM

ORESTE RINETTI

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AMERICAN ASSOCIATION OF TEACHERS OF FRENCH

EDMOND A. MERAS

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GERMAN IN EDUCATION ..... THOMAS J. FARRAR

A SIN AGAINST LATIN ..... JAMES H. DILLARD

ONE YEAR OF GREEK ..... ANNA P. McVAY

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# THE VIRGINIA TEACHER

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## INSTRUCTION IN THE ROMANIC LANGUAGES AT THE UNIVERSITY OF VIRGINIA

WHENEVER we professors of Romanic Languages of the University of Virginia begin to discuss the teaching of these languages as it is being carried out by us, we like to point out that all that we do here is guided by a tradition (it were better said, policy) that was originated by no less a personage than Thomas Jefferson. We understand, of course, that there are good traditions and bad traditions, and we urge our readers to believe that we are not blindly continuing Jefferson's policy without having first subjected it to the test of criticism. We are following it because we believe it is sound, because we believe it is realistic and practical rather than theoretical, and because we believe it is nothing more nor less than plain common sense.

What Jefferson advocated may, for the sake of brevity, be reduced to two propositions:

(a) Modern languages should be placed on an equal footing with the ancient languages.

(b) Modern languages should be regarded as practical instruments for enabling cultivated men to get into first-hand contact with their foreign contemporaries; students of these languages should, therefore, be taught to speak and understand them, not merely to read them.

At the time they were given to the world these ideas of Jefferson's were novel and revolutionary, as far as American education was concerned. The modern languages had, of course, been included in the curric-

ula of American colleges and universities before the University of Virginia was founded. But they had not been placed on an equal footing with the ancient languages—they had been subordinated to them; and they had not been taught in such a way as to enable a student to speak, and to understand them aurally—he was taught only to read them. Jefferson's ideas were really revolutionary, and they have not to this day entirely ceased to seem revolutionary. Here at Virginia, and in the bosom of the School of Romanic Languages that Jefferson established, we believe that both propositions are based on common sense—but we realize that they are not acceptable to many in the United States, and to some in this very Commonwealth of Virginia.

Since we believe that Jefferson was right, however, and that in following him we are right, we obey the copy-book maxim, and go ahead.

Jefferson's first proposition does not often concern us. We seek no rivalry with our friends and ancestors, the Ancient Languages, any more than our colleagues, the professors of English, seek a rivalry with the ancient Teutonic tongues; and we trust that the Ancient Languages will not seek a rivalry with us. Our attitude is that, on logical grounds, at least, there is no more reason that Latin and Spanish (for example) should fight for dominance than there is that tempera painting should fight against water-color painting, or sculpture in wood should fight against sculpture in bronze. In following out Jefferson's first proposition, we seldom have anything to do except to keep an eye open—and that really is not needed, because here at Virginia the Classics regard us with benevolence and—we trust—affection!



In following out Jefferson's second proposition, we have attempted to formulate a scheme that will have the result of providing, in a given time, the maximum of the desired type of instruction at as reasonable a cost of money and energy as possible.

In order to make clear just what we mean by the expression, "the desired type of instruction," a question and answer method is convenient and clear.

*What is the primary objective that we seek to gain in our teaching?* Every student who receives a baccalaureate degree and who offers a Romanic language for degree credit must be able to speak the language well enough to carry on an ordinary conversation (not speaking as correctly as an academician, of course!), to read a simple specimen of the written language at sight with accuracy and understanding, and to write, with orthographic and idiomatic correctness, a series of ordinary statements. Under present conditions this is all that the usual student receiving a baccalaureate degree can be expected to do, since most of them can study a given language for only two years, and many have opportunity to study it for only one year, beginning their study at the University, it should be understood. We wish to have our students—even those who study with us for only one year in a given language—equipped at least to go ahead "on their own," if they desire, to a further mastery of the spoken tongue, and to explore the literature of the language of their choice.

This is not, we submit, a thing altogether easy to accomplish.

*What are our secondary objectives, in the case of undergraduates?* Instruction beyond the first year continues to lay emphasis upon the language as spoken. In the third and subsequent years all instruction is carried on in the language that is being taught. In the third year, students are introduced to the study of the literary aspects of the language and continue to study these

more and more intensively as they go on year after year. Beginning with the third year, the emphasis in instruction shifts rapidly from the spoken language to the language as an instrument of literature. This is reasonable, because there is no use emphasizing something that everybody takes for granted. After the third year, few students of French, for instance, ever think of addressing a professor in anything but French. Those who do forget, simply get no replies.

*Why do we wait so long—until the third year—to begin the study of literature?* We do so for the same reason that leads our school superintendents not to introduce the subject of American literature into their curricula until English speech, English grammar, and English syntax have been thoroughly taught. No school superintendent would be at all likely to argue that American literature should be studied *before* or while a pupil struggles to master English. No teacher of music would advocate having his pupils tackle the sonatas of Beethoven three months after beginning the study of music. The probabilities are that the average pupil would not tackle the sonatas of Beethoven for four or five years after the beginning.

*How can we, with the prevailing enormous enrollments in elementary courses, teach a student enough of a language in one year to enable him to carry on an ordinary conversation (expressing his own ideas, and understanding what is said to him), to read at sight a simple specimen of the written language, and to write, with orthographic and idiomatic correctness, a series of ordinary statements?* We think that whatever success we may attain may be attributed to the following principles upon which our instruction is based, and which we follow as closely as resources will permit:

(1) Concentration upon the *spoken* language, teaching the student to express himself in the language he is studying, and to



understand it when it is spoken to him (the latter gives the American student more trouble than anything else, by the way). It is our theory that if a man can express his ideas in a language fairly well, and can understand it when it is spoken to him, *and also knows how to read*, he will be able to read that language without needing to be taught anything much about the process.

(2) Use of reading texts and composition writing as aids in perfecting the spoken language, rather than as ends in themselves or as devices for teaching formal grammar, literature, history, or anything else.

(3) Permitting only teachers of professional rank and experience to teach elementary students. It is obvious that teaching a beginner is the language teacher's hardest job. Only the best and most experienced teachers should be entrusted with such a responsibility.

(4) Having our first-year (elementary) classes meet five times a week (one-hour periods), on the theory that a student can not learn to speak a language without a lot of practice, and he can not learn to understand it unless his ear is frequently and attentively listening to it. In view of the objective that we have set for ourselves, we do not believe that five times a week, in the case of beginners, is too much. We regret that conditions are such that elementary classes can not meet ten times a week!

By following these principles as closely as we are able, we believe that we are giving our students what they ought to have at our hands, and that we are living up to Jefferson's reasonable policy in regard to modern language instruction.

*What concept have we of the purpose of teaching the Romanic Languages?* Any consideration based on historical and cultural grounds that we might put forward to show why these languages ought to be taught to American students would contain little, if anything, new. It may be taken for granted that we agree that such con-

siderations are entirely reasonable and proper.

However, we go further: It is to be expected that university trained men and women will exert some influence on public opinion that men and women not so trained can not exert. One of the fields in which public opinion in this country is in great need of guidance is that of our foreign relationships in the widest sense—political, financial, commercial, cultural. When we look out upon that portion of the entire world that shelters what, for lack of a better name, we call Occidental Civilization, or the civilization of the white-skinned races, we discover that this portion of the world is being dominated today in all decisive matters by two sorts of people—people who speak English (180,000,000 in number), and people who speak the Romanic tongues (French, 60,000,000; Spanish, 55,000,000; Italian, 40,000,000; Portuguese, 30,000,000, making a total of 185,000,000). The future weal or woe of our Occidental Civilization will certainly depend largely upon the sort of relationships that are established and maintained between these two great sections of humanity. On the one hand stand Great Britain, the United States, Canada, Australia, and South Africa; on the other hand, France, Spain, Italy, Portugal, and the Latin American Republics. Only by mutual understanding, mutual tolerance, and mutual esteem based on the first two and fortified by national self-respect, can the relationships between these groups be kept friendly. The creation of such tolerance, understanding, and esteem can not be effected by governments and diplomats; it must be the product of enlightened public opinion in all the nations concerned. If barriers of language exist—especially between intelligent men of good will in the respective countries—it is hard to prevent friction.

It is our belief that university trained men and women should at least be in a



position to learn something more about the people of the Latin nations than they can get from conventional histories and from the newspapers. We submit that even if we were to agree (which, of course, we are not going to do) that there are no cultural or historical advantages whatever to be gained by studying the Romanic languages, the state of the world today—the realities of such things as France's dominant position in the world of thought, Italy's astounding renaissance and equally astounding ambitions, and the growing power of the Latin American nations—give us serious grounds for believing that it is imperative for us to study the languages of these nations. Such, at least, is our opinion. We are doing all we can to act in accordance with it, and we are heartened in our efforts by the knowledge that the far-seeing Jefferson—whom no one can accuse of anti-Americanism, surely—advocated doing the very things that we believe should be done.

JAMES C. BARDIN

W. P. GRAHAM

ORESTE RINETTI

### GERMAN AS A FACTOR IN EDUCATION

A DISTINGUISHED leader in the educational world, himself not a language man, has said that a good course in a foreign language is worth more to straight thinking than a good course in logic. He feels that all students should be required to master thoroughly at least one foreign language, because "language is clotted thought, the congealed result of centuries of thinking on each particular object which is represented by a word. The essential part of an education is the mastery of language, of words, of concepts, which are the result of the thinking and discrimination of many generations." If that opinion is correct—and there seems no good reason to question its correctness—we may

well ask what language or languages should have first claim on our consideration. The great English scientist, Thomas Huxley, advised: "If the time given to education permits, add Latin and German. Latin because it is the key to nearly one-half of the English and to all the Romance languages; and German because it is the key to almost all the remainder of the English and helps you to understand a race from whom most of us have sprung, and who have a character and a literature of a fateful force in the history of the world."

The propositions laid down by these two leaders in educational thought challenge our attention and make us seek further reasons for their attitudes.

If "the chief benefit derived from modern foreign language study is its liberating, humanizing influence, the broadening of the student's outlook upon world-problems, the deeper understanding of his obligations to humanity at large, and a more just appraisal of his duties as an American citizen in relationship to mankind in general," it must be regretfully conceded that the vast majority of our modern foreign language students have not received that benefit. We can gain a knowledge of a foreign country and its people only through the ability to understand the language which is used by that people and is colored and limited by the country in which it lives.

Antoine Meillet, a professor of philology in the College of France, recently wrote: "The knowledge of German is a necessity to all who would be men of culture. There is no branch of human knowledge to which the Germans of the nineteenth century have not made an important contribution. German books are indispensable to anyone who studies any branch whatsoever of human knowledge. To be ignorant of German signifies almost invariably to fail to reach the level of the science and the technique of one's time."

To understand the close kinship of the



two peoples and of the languages they speak, to gain access to one of the world's richest and most varied literatures, to have a better understanding of the best elements of German life, to appreciate the great cultural contributions of the German-speaking countries in the fields of art, architecture, music, science, religion, philosophy, and education, to open up the vast storehouse of German folklore, poetry, and proverbs so rich in content, to see the German home-life with its examples of patience and thrift and industry, to keep in touch with the latest findings in science or the latest works in literature or the most advanced movements in the arts, to know the thoughts and feelings of a great nation so closely akin to our own and destined to play so important a part in the future of the world—these and many more would appear to be strong reasons for a hearty welcome to the advice, "Study German."

When we pause to appreciate the importance, nay necessity, of knowing German if we would pursue advanced work in practically any one of the fields of medicine, chemistry, physics, economics, history, philosophy, psychology, or mathematics, we will see how utterly unintelligent it is to abridge for American youth an opportunity to study and master the language.

Editors, lawyers, clergymen, college presidents, statesmen, scientists, physicians, military leaders—in short, leaders in all lines who are competent to advise—have within the past year, in response to a query, given as their deliberate and enthusiastic opinion that German literature, German art, German science, German industrial and commercial activity are a part of the world's best possessions.

The study of German never stopped in France. It went right on during the war, as did the study of French in Germany. Indeed France urged America not to take the step she did take. One result of the unwise let-up in the study of German dur-

ing the war will be an unnecessary gap in American scholarship, which it will require a whole generation to repair. The worst blunder a people can make is to close the gates of knowledge. We did not hurt the German armies by boycotting Goethe, Beethoven, Schiller, and Wagner and shutting out a whole generation of our young scholars from a great mine of scientific knowledge. We injured only ourselves and our own young people. Languages do not make war, but a thorough mastery of them conduces to good will and understanding. It is high time that the study of German, for which the professional men throughout the country are so insistent, should more speedily reach its former state of usefulness and thus serve international understanding by serving the youth of America.

THOMAS J. FARRAR

### THE AMERICAN ASSOCIATION OF TEACHERS OF FRENCH

THE American Association of Teachers of French was organized in New York in January, 1927, in order to carry out the following aims:

1. To promote and improve the teaching, study, and appreciation of French in the United States.
2. To serve as interpreters (a) to the United States of the best in French civilization; (b) to France of the best in our civilization.
3. To develop good fellowship among the teachers of French through the chapters of the American Association of Teachers of French.
4. To further the interests of teachers of French and to improve teaching conditions.
5. To encourage the exchange of students and teachers between France and America.
6. To encourage research in the peda-



gogics of French and the publication of the results for the general betterment of the profession.

7. To publish a journal—informational, cultural, and professional—to help bring about these objectives.

These aims were a condensation of a great number of detailed proposals suggested by many of the most eminent teachers of French in the country when they learnt of the proposed organization of this society. The fact that the Association has grown beyond the expectations of its founders proves that they were not wrong in supposing that it was needed and, further, that the A. A. T. F. is evidently carrying out its aims to the satisfaction of a very large proportion of its own members, as well as of members of the profession.

Out of an original group of fifty who met in New York a little over two years ago to form a Metropolitan Chapter, the Association has grown to a membership of approximately 1400 paid-up members distributed in eighteen chapters. Ten additional chapters are in process of organization. The active chapters might be said to represent the whole country, being distributed through the states of California, Colorado, Indiana, Ohio, Massachusetts, Pennsylvania and New York, that is the West, the Middle West, and the East. Membership at large covers all the states in the Union except seven. Although the paid membership is 1400, the publications of the Association are reaching over 1600 people, the mailing list of the society. It should further be noted that the increase in paid members in the Association is twenty per cent higher than it was last year.

The activities of the AATF in attempting to carry out its program have necessarily been varied. Its most important project has been the publication of the *French Review*, its official organ, appearing six times a year. The number of worth-while contributions to this periodical increases

with every number. Up to the present it has been characterized by the variety of the articles offered. Questions of interest to every group of teachers have been discussed. Phonetics, Contemporary Literature, French Life, Methods of Teaching French, Classroom Problems, French Art, French Scholarships, have all been treated, by both American and French scholars. Some of the articles have served as the basis for new research in particular fields.

In the meetings of the various chapters, which constitute the next important activity of the Association, a great number of local problems have been brought before the society, and in many cases the discussion resulting has made for better co-operation and understanding. This has been true in the Metropolitan Chapter. The contacts with eminent Frenchmen, such as Professor Hazard of the Collège de France, and Mademoiselle Villard of the Université de Lyon, made possible in some cases by the kind co-operation of the Alliance Française and the Société des Professeurs Français, have been most fortunate for the members of the AATF. In some sections of the country the meetings of the Association have developed an *esprit de corps* among the teachers of that region which has already given them renewed courage in attacking their daily problems.

The generosity of the Société des Professeurs Français has permitted the AATF to offer a yearly scholarship to one of its members to study in France. Projects are on foot to present medals to encourage students of French to better work. Professor Cru of Teachers College (Columbia), as Librarian, has collected books of particular interest to teachers of French. These books are to be circulated upon request. Professor Cru through the *French Review* discusses practical classroom difficulties with members of the Association. Every month offers new opportunities to the AATF to serve the teachers, and it con-



tinues to make every effort to do so. It is precisely by enlarging its fields of activity and by fulfilling more completely the duties towards its members that the Association feels that it is doing a necessary piece of work. The very encouraging and even enthusiastic results of its efforts make it wish to extend its work and serve more of the many thousands of teachers of French in the United States and keep them in closer touch with each other in order that the spirit of co-operation may grow among them and make for a more efficient and more agreeable discharge of their duties. It is as a national organization that it can best carry out its aims, and it is as such that it hopes for continued support.

EDMOND A. MERAS, *Secretary*.

### FRENCH VERBS IN A NUTSHELL\*

**A**LTHOUGH there is no royal road to learning, yet we must find some short cuts—must straighten some curves—else how can the next generation travel further than we?

The plan here suggested for mastering French verbs has nothing astonishing about it, but it has been tried out for several years and seems to work without much difficulty. It is mechanical, not scientific, but it is convenient for busy people. It is not even entirely exhaustive, for it makes no attempt to deal with obsolete verbs or to include such defectives as are seldom used. These have long been safely listed in the grammars, for reference on the rare occasions when they are needed.

The claims of this plan rest upon two facts: (1) that, by segregating ten very unruly verbs so that their irregular conduct can not intrude itself upon our attention, we can focus upon the great principles that govern French verb forms; and (2) that, by listing a dozen exceptional future stems and half-a-dozen past definites, we can rely

on the rest and fearlessly proceed to form all tenses from four principal parts—four only.

The responsibility is squarely left upon each root-verb to stand for its whole family of derivatives. When these deviate from its manner of conjugation, due notice of the unlikeness will be given. For instance, when it is stated that *venir* and *tenir* take a *d* in the future tense, it goes without saying that the same is true of the two dozen verbs compounded from these by means of prefixes (*revenir*, *devenir*, etc.).

Fortunately, those verbs presenting the most irregularities are the strong, serviceable auxiliaries and semi-auxiliaries that have to be learned early, before the student realizes how irregular they are. *Avoir* and *être* break many "rules"; but we learn, perforce, their conjugation before we are aware of this fact. The present subjunctive of *pouvoir* and of *faire* runs smoothly through to the end before we are disturbed by the knowledge that better-behaved verbs would have reverted, in the plural, to the present participle stem. But these four verbs and half-a-dozen others are very troublesome when we begin later to make any general statements in regard to the laws of the French verb. Macaulay objected to dogs because they interrupt conversation. The same charge must be brought against these verbs, which may well be branded as "The Unruly Ten." They naggingly break in upon our observations on verbs in general; they at any moment are apt to impede the flow of classroom eloquence. We may mention as unchanging facts the endings of the present participle and of the future and imperfect indicative, and certain tip-endings such as *-nt* for "*they*" *-mes* *-tes* *-rent* of the past definite, together with the entire formation of the conditional and of the imperfect subjunctive. But we can make few other universal claims without instant and pert contradiction from one or more of these ten verbs. "There are birds

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and English sparrows," says van Dyke. Even so there are verbs and The Unruly Ten. Once silence these, and we can indulge in many an unchallenged "always" and "never."

How, then, may a busy student who has already some scattered knowledge of French verb-forms tackle and conquer the French verb as a whole?

First, review the model verbs of the regular conjugations: *donner, finir, (recevoir) rompre*.

Second, review the two auxiliaries, *avoir* and *être*, and also five of the semi-auxiliaries: *faire, pouvoir, vouloir, savoir, aller*. Then set these seven apart on account of their extreme irregularity—together with *dire, valoir, asseoir*, and their cognates (*redire, surseoir, etc.*)—as ten exceptions to be thoroughly learned now or later, but certainly to be ignored in any statements to be made thereafter about verbs in general. Also set aside as negligible all obsolete verbs and seldom-used defectives.

The foregoing eccentric verbs being thus silenced, if not mastered, you may proceed with freedom to claim the following principles as yours-to-count-on for the rest.

### I. Principal Parts

The conjugation of every verb hinges on the infinitive, the present participle, the past participle, and the present indicative first person singular. Hence it may be derived in full from these parts by observing the simple principles that follow. FROM LEARNING THESE FOUR PARTS OF AN IRREGULAR VERB THERE IS NO ESCAPE.

### II. The Present Indicative

1. The endings of the singular are either —e —es —e or —s —s —t (this *t* being dropped after *c, d, or t*).
2. The first and second persons plural revert to the present participle stem.
3. The plural endings are —ons —ez —ent.
4. The third person plural is a compro-

mise between the singular and the plural forms—having any vowel peculiarity<sup>1</sup> that the singular may show, followed by the consonant found in the first and second persons plural. Example:

bois	meus	reçois
bois	meus	reçois
boit	meut	reçoit
buvons	mouvons	recevons
buvez	mouvez	recevez
boi-v-ent	meu-v-ent	reçoi-v-ent

### III. The Imperative

Omitting the pronoun subject, take bodily from the present indicative the three corresponding forms: *bois, buvons, buvez*. Drop the —s of the second person singular in the first conjugation and in any other verb which has for its present indicative endings —e —es —e: *donne, ouvre*.<sup>2</sup> A speedy but illogical way to obtain this form at a single stroke is to take the first person singular just as it stands.

### IV. The Present Subjunctive

1. Get a start by cutting off the —nt of the present indicative third person plural: *boive(nt)*.

2. The entire set of endings will run thus: —e —es —e —ions —iez —ent.

3. The first and second persons plural revert to the present participle stem. In brief, for the plural forms, take the three plurals of the indicative present, inserting an *i* before the endings of the first two: *buv-i-ons, buv-i-ez, boivent*.

### V. The Imperfect Indicative

For —ant of the present participle substitute the endings —ais —ais —ait —ions —iez —aient.

### VI. The Future

1. To the infinitive add the present tense of *avoir*, omitting *av* in the plural forms. Drop the *oi* from infinitives in —oir and the *e* from those in —re. Thus we have

<sup>1</sup>*Résolvent* is an exception. So is the present of *faillir*: *faux, faux, faut, faillons, failliez, faillent*.

<sup>2</sup>This *s* returns whenever the word *y* or *en* is appended: *donnes-en, ouvres-y*.



these unfailing forms: —rai —ras —ra —rons —rez —ront.

2. Learn that a dozen future stems are exceptional:

(a) Six in —rr— (like a tale of Cæsar's conquests)

send	run	see <sup>3</sup>
enverrai	courrai	verrai
conquer	fall	die
conquerrai	décherrai	mourrai

(b) Four that introduce a *d*

venir	tenir	falloir	faillir <sup>4</sup>
viendrai	tiendrai	faudra	faudrai

(c) Two that have *e* in the place of *i*

cueillir	saillir (= jut out)
cueillerai	saillirai

### VII. The Conditional

This is always made of the stem of the future plus the endings of the imperfect; hence the unfailing forms: —rais —rais —rait —rions —riez —raient.

### VIII. The Past Definite

1. The endings of the first conjugation are —ai —as —a —âmes —âtes —èrent.

2. All other verbs have the endings —s —t —<sup>^</sup>mes —<sup>^</sup>tes —rent. Their vowel is generally *i*, sometimes *u*. Disregarding the odd past participle *mort*, nothing justifies a *u* in the past definite except the presence of a *u* in the past participle. And so strong is this tendency toward *i* that the entire regular conjugation in —re<sup>5</sup> and six irregular verbs have *i* in the past definite in spite of a *u* in the past participle. Those six, again, start off like Julius Cæsar:

come	see	conquer	hold	sew	clothe
vins	vis	vainquis	tins	cousis	vêtis

3. Without exception this whole tense proceeds regularly on the basis of its first person singular. (The start is all.)

### IX. The Imperfect Subjunctive

This may invariably be formed by taking

<sup>3</sup>Pouvoir and prévoir have —voirai in the future. Pouvoir has also *pouvus* in the past definite.

<sup>4</sup>The troublesome *faillir* is really another form of *falloir*.

<sup>5</sup>With the exception of the past participle (*rompu*) the endings of this conjugation (*rompre*) are the same as those of the second (*finir*), anyway.

off the last letter of the first person singular of the past definite and adding —sse —sses —<sup>^</sup>t —ssions —ssiez —ssent. (The odd third person singular is said to "put on his hat and go out to —t.")

### X. Compound Tenses

1. These are usually formed of the auxiliary *avoir* plus the past participle.

2. Reflexive verbs are always conjugated with *être* instead.

3. Conjugated with *être* also are about two dozen intransitive verbs meaning "come" or "go," with *rester*, "to remain." (Note that "to be born" and "to die" are merely the extremes of coming and going.)

4. In this last-named group (3) the past participle agrees with the subject in gender and number. In the other groups (1) and (2) it agrees (if at all) with a preceding direct object.

The foregoing facts constitute what we in our classroom designate as French verbs in a nutshell.

The accompanying verb-blank we keep permanently outlined in white paint on a section of the blackboard, ready to be filled in at any minute with any verb, as with *boire* below. A convenient space on this affords opportunity to list the ten exceptions which we need to remember—first, last, and oftentimes between—as excluded from the discussion. This verb-blank, for want of a better name, the students are wont to call "The T-table," since the fundamental part, which they must write first, somewhat resembles the letter T. (See page 184).

There still remain to be mentioned certain important facts and a few exceptional forms if we would approximate the whole truth about French verbs.

#### A. The First Conjugation

##### STRIKING FACTS

I. This is the great conjugation, covering about ninety per cent of all French verbs, and it is constantly growing.



forms as *je pars, tu sors, il bout* by dropping the *i* and the consonantal sound preceding it) shows four derivatives which revert from that group and follow the regular conjugation (*finir*). These are *asservir, assortir, ressortir, and répartir*, "to distribute" (not *repartir*, "to set out again").

Lastly, when a past participle has a circumflex accent arbitrarily placed over a *u* to differentiate it from some other word, this accent is omitted as unnecessary after any prefix other than *re*—: *mû*, but *promu*; *crû* and *recrû*, but *décru*. It is also omitted when the participle is feminine or plural: *dû* and *redû*, but *due, dus, reduces*.

ELIZABETH P. CLEVELAND

### A SIN AGAINST LATIN

WHETHER we quarrel with the thought or not the strong probability is that Latin will be taught in high school for many years to come. How it is to be taught to the best advantage, how the time allotted to it can be used to get most knowledge of the language and therefore serve best the purpose of training, are questions of real importance. For time is in demand, and any subject that takes a share should be justified by the advantage it brings to the pupil's general culture and to his acquirement of habits of accurate thought. It is pretty generally conceded that the study of Latin, properly pursued, does add to the pupil's general culture. It is certain that the study of Latin calls for accuracy. The multiplicity of forms and the clear-cut constructions make this demand. *Far better not to study Latin at all than to study it without a constant eye for accuracy.* Of course this may be said of all subjects. It is particularly true of the ancient languages and of mathematics.

I make bold to say that the time now spent in Latin in most high schools is time

wasted. There is no satisfactory gain to the pupil either for appreciation of literary values or for training in accuracy. There may be a little of good in seeing the roots of English words, but this amount of good could be got more quickly and easily from some of the word-books. I do not claim that the bad teaching is universal, but from various testimonies and observations I believe that it is nearly so. I am speaking of teaching in high schools, and mainly of the teaching in public high schools. I believe that the trouble is largely due to the conditions under which the work is done.

The main trouble seems to me to lie in two facts, first, that the pupils have not a ready and accurate knowledge of the forms, and second, that they look at a piece of Latin as a puzzle and not as something that was once written with a live meaning. *Now in a language as full of forms as Latin it is idle to try to deal with it at all without a ready and accurate knowledge of these forms.* Without such knowledge all the work is bound to be unsatisfactory, and the pupil is but floundering and guessing. This of course adds to the trouble of the second fact mentioned, namely, that a piece of Latin seems to the pupil just something to puzzle over. But I think the chief cause of this second trouble lies in the kind of reading matter into which the young student is too rapidly pushed.

To my mind the most damaging effects on the teaching of Latin have come from the *cut-and-dried reading requirements imposed by the colleges.* The purpose was good, but the result has been continually evil. From the time that the law went forth requiring a set amount of three authors the effect has been harmful. The effect has been, on the very face of the law, to set quantity above quality. Furthermore, the effect has been practically to throw out of consideration any other early reading than the four books of Cæsar, the six or seven orations of Cicero, and the six books



of the Aeneid. For these the text-books have been prepared, and to these selections the teachers stick.

Let me narrate an actual occurrence. With the consent of the principal of a certain high school I was examining a class of twenty-five boys and girls who were reading Cicero. I soon found that none of them knew even the regular forms. None of them, even when I gave the words, could turn the simplest English sentence into Latin. They were all simply stumbling along with leaves of an interlinear slipped between the pages. The teacher quite agreed with me that all her pupils should be turned back, but when asked why not, the reply was that the principal insisted the class had to get over the required amount of Cicero that year. I could not but wonder how these pupils had got through the four books of Cæsar and what the studying of Latin could mean to them.

In my opinion Cæsar, Cicero and Vergil are not the kind of material that should constitute the first reading. Pupils are rushed into Cæsar before they are ready for it, and so as to Cicero's orations. They should have first a quantity of easier Latin, and Latin dealing with more familiar subjects. On this point Matthew Arnold spoke wise words in one of his fine reports. It will be remembered that he strongly recommended using, mainly because of the familiarity of the subject, selections from the Latin Bible. There is in fact much neglected material for reading that is easier than Cæsar. It is neglected because of the notion that only the most classically correct style should be employed. This is a notion which I think we ought to get rid of, when we consider that our first object should be to give familiarity with the language. Even for the sake of Cæsar and Cicero I should say that there should precede at least a year of such easy and familiar matter as Aesop's Fables or any other simpler Latin, even though it be medieval or modern. As

to Cicero, many of the letters are certainly easier, more human and more interesting than the orations. What we want is that the pupil should get an introduction to the language as a human thing. What we want is that the pupil should become familiar with Latin, *not necessarily with the Latin of any particular school or period*. May not the classical purists have actually done harm to their cause? Will not an intelligent appreciation of the great masters come better by a brief postponement? At any rate let us take off the shackles.

JAMES H. DILLARD

### ONE YEAR OF GREEK: IS IT WORTH WHILE?

A DISTINGUISHED professor of chemistry was recently heard to exclaim, "If I had my way every student of science would study Greek for at least a year to be able to use the English dictionary with intelligence."

Dr. John H. Finley, when N. Y. State Commissioner of Education, in speaking of the comparatively slight educational value of only one year of a foreign language, made an exception in favor of Greek, because in most cases the beginner in Greek already has some knowledge of Latin and the two languages directly illumine each other besides throwing strong side lights upon every subject of the curriculum.

Some well known colleges have modified their old entrance requirements and now credit one year of Greek when offered in conjunction with several years of Latin.

#### *The Mere Alphabet Intrigues*

To realize afresh how the light dawns upon the beginner, let us fancy ourselves at our first Greek lesson. The task is to learn the alphabet. The very word arrests our attention. *Alpha beta* is the Greek way

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of beginning our ABC's. Max Muller says it is the only word formed of mere letters. There are, however, single Greek letters used as words. The *delta* of a river is so called from its resemblance to the fourth capital.

*Iota*, the smallest letter of the series, has become a word signifying insignificance, when one exclaims, "I don't care an iota!" It appears in our common speech as the word "jot." Thus in Shakespeare: "No, faith, I'll not stay a jot longer," and in Scripture: "Not one jot of the law shall fail." There is a scriptural flavor also to *alpha* and *omega*, the beginning and the end. Though the interpretation of the phrase is a commonplace, many are not aware of its origin.

The ornamental quality of Greek letters is shown by the frequent use made of them in ecclesiastical decoration. After *alpha* and *omega*, the most common is the *chrismon*, the letters *chi* and *rho* written in monogram, standing for the name "Christos." The Greek beginner also finds interest in learning that a fish was much used in early Christian art, because the Greek word *ichthus*, meaning fish, combines the initial letters of the words signifying Jesus Christ, Son of God, Savior.

Arriving at the sixteenth letter of the alphabet we find *pi*. With pleasure we recognize that this is none other than our old mathematical friend "pie" which has the numerical value of 3.1416 and represents the fixed ratio between the diameter and the circumference of a circle. The form of the letter *chi* has given its name to the figure chiasmus, which indicates a criss-cross arrangement of pairs of words. When we learn that O-micron and O-mega, i. e., O-little and O-big, are named from the relative amount of time required for their pronunciation, quantitative verse is more easily understood.

By the time we have made our way from *alpha* to *omega* and back again we are

proudly able to call by name the Greek letter societies that cross our horizon. Much of the mystery that hovers about a secret seems to disappear when we can read the letters of its disguise. This accomplishment seems puerile to an advanced student, but to the beginner the ability to decipher Greek letters is a substantial gain. Several public librarians have said that any page of a book on which the Greek alphabet appears is likely to be stolen. The frequency of the theft is due to the fact that even barbarians crave to know so much of Greek.

#### *A Suggestion from President Wilson*

In one of his most valuable addresses on education President Woodrow Wilson, then of Princeton, said something like this: In the present age of expert departmental teaching most specialists are so impressed with the outstanding importance of their particular subjects that pupils come to think that knowledge is made up of unrelated parts, any one of which may fully occupy a man's thoughts to the exclusion of the others.

To correct this view of things and to help a student to a wise choice of studies, a map should be prepared representing all departments of learning. On this map the proximity of the various grand divisions of knowledge should show the near relation they bear to one another; mathematics and physics side by side, and the boundary line between them at times indistinct; history and literature with much territory in common; chemistry and cooking so related that they form a sort of dual alliance. On the outer edges of the map, beyond the limits of man's present knowledge would lie *terra incognita*, a vast country not yet explored and charted.

To teach the youthful learner the names and significance of the several divisions of this map of knowledge, President Wilson suggested that every school should have a professor-of-things-in-general. Now no



member of a school faculty can perform the duties of a professor-of-things-in-general as does the wide awake teacher of Greek. That language furnishes the nomenclature for most of the arts and sciences, and one who teaches it should be able and willing to make clear to students early in their course the meaning of the names and the nature of the various subjects in the curriculum.

#### *Greek Boundaries Stretch Far*

From the ideals of philosophy to the reality of stenography, from the abstract truths of mathematics to the concrete difficulties of orthography, from the plain facts of history to the various forms of poetry, from athletics and gymnastics to pyrography and dramaturgy, the student ranges within Greek word boundaries. Not only are arithmetic, geometry, trigonometry, astronomy Greek words in English guise, but many of the terms used therein are taken from the same source.

Ideals become clearly defined in the learner's mind in direct proportion as the language in which they are expressed is thoroughly understood. Knowledge of a word's remote ancestry and subsequent pedigree tends to the fuller comprehension of its meaning. The nomenclators of methods of measurement employ the Greek *meter* as a base and then search the glossaries for suitable combining forms. Examples of such words which are homogeneous are hektometer, thermometer, pentameter, dynamometer, and metronome.

If the inventor is unfamiliar with original sources he is prone to borrow at random and combine without judgment, thus producing hybrid words that are verbal monstrosities. Some such have found their way into the so-called scientific vocabularies. For example: automobile, cablegram, speedometer, vitagraph, sociology. Advertisements are a much-used medium for educating the public in the use of unfamiliar words. If manufacturers would study Greek for a year, or employ some one versed in the

elements of that language, they would not so often offend the taste of an educated public and mislead uninformed minds.

#### *Greek May Save One from Quacks*

In the fields of hygiene, medicine and pharmacy popular ignorance of scientific terms puts many persons in the power of quacks. An unimportant ailment assumes alarming proportions when diagnosed in unfamiliar language. Rhinitis, phlebitis, antikamnia, anemia, antipyrene, phagocyte are chosen almost at random from hundreds of words in popular daily use. Yet they are hardly understood except by members of the therapeutic and pharmaceutical professions, or by one who knows Greek.

People often call upon a medical expert to attend them in sickness without knowing why he practices allopathy or homeopathy or osteopathy or hydropathy; whether he is eclectic in his treatments or chiropractic. They give their allegiance to an unknown theory of medicine unless they know the exact connotation of the names of different schools. Anatomy and physiology abound in terms that are simple to the student of first-year Greek, e. g., thorax, oesophagus, larynx, peritoneum, diaphragm, phalanges. He quickly perceives distinctions between words that resemble, such as physics, physiology, physiography, physiognomy; and he recognizes the pseudo-sciences, astrology and phrenology, as on a far lower plane than their nobler brethren, astronomy and psychology.

#### *Some Uses of Greek in Art*

In the realm of art the beginner in Greek soon feels at home. Symphony, diapason, tone, melody, organ, xylophone are words familiar to the veriest tyro in music, but only a Greek student appreciates their etymology. The drama is a Greek creation; the poet and critic are Greek personages; the theater, the amphitheater, even the hipodrome, are inherited from Greek culture. Our scene is laid before what was the ancient *Skene*, or robing-room of the actors.



Our orchestra and chorus are modern representatives of Greek prototypes.

Sculpture and architecture furnish familiar fields for classical students. Those visitors to art galleries and museums who have the advantage of one year's study of Greek see vastly more than other folk do. Archaeology is not dry-as-dust to them. To be able to read even haltingly inscriptions on coins or pottery gives one a thrill of satisfaction akin to joy. To decipher a name on the base of a statue or fragment of a stele awakens sympathy with the one who inscribed it there. The traveler in cities on the continent of Europe often sees the glyptothek, the pinakothek, the bibliothek among the splendid buildings and notes how close the names are to the Greek originals.

#### *Learned Words Need Not Perplex*

Logic, grammar and rhetoric are Greek through and through. Such words as syllogism, paradigm, hypothesis and the names of most figures of speech are taken bodily from that language. The average learner is dazed at the long array. Metaphor, metonymy, hendiadys, anacoluthon, anaphora, litotes, onomatopoeia, oxymoron, asyndeton, and scores of others swarm like bumblebees around the student of literary style, and he never feels thoroughly conversant with them till he follows them back to their Greek hive, where he finds that after all they are honey bees laden with sweetness. He always enjoys making such an investigation.

After a pupil has had one year of Greek, prosody becomes a pleasurable pursuit, almost a pastime. The study of stichometry and the naming of meters are entertaining games. Arsis and thesis, strophe and antistrophe, dactyl and spondee, when rightly understood, go far to reveal the artistic sense and picturesque imagination of those who originated the term. What appear to the student of Latin at metrical or syntactical peculiarities are the simplest phenom-

ena to the student of Greek. Middle voice, patronymics, synecdochical accusatives are commonplaces to him.

The spelling of hemorrhage and equally difficult words of Greek derivation does not appal him. Peculiar combinations of letters like *phth*, or *rh*, or *ps*, are recognized as hall-marks of Greek origin.

#### *A Storehouse of Allusions*

He feels at home with literary allusions, such as the Pierian spring, Parian marble, the vale of Tempe, Arcadian simplicity, the oaks of Dodona, and the Marathon race. With ease he recognizes the gods and heroes whether mentioned by their Greek or Latin names. Diana does not lose her identity as Artemis, or Cupid as Eros or Ulysses as Odysseus.

The beginner of Greek develops a lively interest in the commonest things, such as the names of his companions. He likes to think of George as a *farmer*, of Philip as a *lover of horses*, of Dorcas as a *gazelle*, of Margaret as a *pearl*. He goes to the menagerie to look at the *horn-on-the-nose* of the rhinoceros and to wonder why the hippopotamus is a *river-horse*. He sees in the rhododendron a *rose-tree*, in the chrysanthemum a *flower-of-gold*, and in the heliotrope a *sundial*, and he waters the hydrangea very often because he has learned it is a *water-pot*.

#### *Church Names are Meaningful*

He begins to note ecclesiastical distinctions: the Presbyterians are ruled by *elders*; that Episcopal government is exercised by *bishops*; that Catholic is a prepositional compound signifying *universal*; that Baptist emphasizes a dogma of the church; that Methodist, another Greek compound, was originally given at Oxford as a term of derision; that the epithet Christian, first used at Antioch, is a Greek stem with a Latin suffix; and that the Jewish house of worship, a synagogue, is Greek for congregation, or assembly.



*Our Sports are of Greek Origin*

Even in the leisure moments which a youth spends over the puzzle pages of a magazine he practices Greek arts of entertainment. The acrostic, the mesostic and the telestic—variant forms of a scheme of letters in words—anagrams, lptograms, and palindromes are classical diversions. The game of logomachy is truly a battle-of-words. A list of amusements which have Greek names might be prolonged indefinitely. Athletics and gymnastics are Greek both by nature and name. Discus throwing and the other exercises of the pentathlon are parts of our inheritance from the Greek physical culture.

*Also Serious Subjects of Thought*

Eugenics, ethics, politics, philanthropy and many other interests tempt one to dilate further on the value of knowing even one year of Greek. If any one objects that already many more matters have been mentioned than could possibly be taught to a Greek class in one year, the reply is, that the menu is served "à la carte," not "table d'hôte." If everything cannot be consumed at one feast, the remains will serve for later repasts. The main thing is to cultivate pupils' appetites and teach them how to forage for themselves. Nothing else is more provocative of or satisfying to mental thirst than studying Greek.

Brief mention only may here be made of what are after all the greatest rewards obtainable from it. In comparison with them many of the advantages already noted seem trivial.

1. Greek is the medium par excellence for training a student in accuracy of observation and exactness of expression,—mental habits of great practical value for success in life.

2. Greek quickens the imagination and fertilizes the mind. As the farmer plants a crop of clover and when it is grown ploughs it under in order to enrich the soil for future crops, so Greek, even one year of it,

enriches the field of the mind for every crop thereafter, be it literary, artistic, scientific, or commercial.

3. Studying Greek is like opening a window in the blank wall of a dwelling. The outlook is not directly upon the marts of trade or upon the highways of finance, but it discloses a wide horizon of land and sea.

Lastly, one year of Greek creates a desire for more, unless it is taken, as boys drink water, without tasting it. It is not the province of this paper to picture the joys that await the advanced student of Greek. But a single year sets a new standard of excellence and kindles ambitions; and the mind, maturing rapidly under its fostering warmth, may burst the chrysalis and set free the butterfly.

ANNA P. McVAY

## GREEK DEFENDED AS A PRACTICAL STUDY

CLASSIC Greek, steadily being pushed out of high school and college curricula, has found a loyal defender, according to the *New York Times*, in Dean Virginia C. Gildersleeve of Barnard College, who sees nothing "unpractical" in the study of ancient languages. Dean Gildersleeve especially praises the example of Erasmus High School in Brooklyn, which has steadily kept Greek in its course of study from the days when the language of ancient Athens was a prerequisite of entrance to almost every college in the country.

Miss Gildersleeve insists that the study of Greek helps a student to meet everyday problems of life. "To study Greek," she said "is one of the most practical things in a higher sense that people can do, because by stimulating their imagination and by giving them vision it enables them to be better citizens and happier human beings."

Dean Gildersleeve listed under five headings the reasons why a twentieth-century student should study Greek.



"First," she explained, "it forces students to think closely about the meaning of words. In ordinary life people do not think about words. They do not even read letters with close attention to words. Many persons live mentally in a sort of fog most of the time. Greek forces one to express one's self accurately.

"Second, there is the joy of intellectual adventure. Few of us are privileged to go on great adventures in the flesh, such as flying by airplane to the South Pole. But in our minds we may. Greek gives us a sense of the great adventure, for instance, of archaeology. It is queer that so many think of archaeology as a dry and dusty science. Most of us as children have felt a thrill at the motion of digging for buried gold. Why should we not be thrilled at the thought of a buried past?

"Third, a study of the remote past gives us a defense against advocating quack political nostrums. We can see how in the past these have been tried and did not avail.

"Fourth, the study of Greek and things like Greek leads us into foreign lands. Travel is valuable when we do it with our bodies. But even if we cannot do that, it is always possible for us, since we can do it through books.

"The fifth advantage of studying things like Greek is that it gives us contact with beauty, which we need greatly in our modern American life. Contact with beauty gives food for the spirit, and so supplies vitality, force and imagination—elements exceedingly important for success in life. The remote, the difficult, the supposedly unpractical, give food for the spirit.

"I believe that these unpractical things are really practical in a higher sense. They make us wiser, broader-minded, clearer-sighted. They fill us with the spirit of enthusiasm."

## CLASSICAL BIBLIOGRAPHIES

### I. *Bibliography for the Study of the Classics*

TEACHERS of Classics today are holding more steadfastly than ever to the literary accomplishments of our Latin and Greek predecessors. Years of teaching experience have proved to them that the development of an exquisite power and faculty of reasoning lies in the study of the classics, and that no better medium for a thorough and liberal education could be desired. The following list is not exhaustive but is suggestive. *Greek Culture and The Greek Testament* by Hayes is especially recommended for one who wishes to start a small collection on the subject. One should also obtain the latest book entitled *The Classics: Their History and Present Status in Education*, being a symposium of essays edited by Kirsch. Reviews of these two books are in this issue. *The Legacy of Greece* edited by Livingstone, and *The Legacy of Rome* edited by Bailey, are collections of essays by the foremost English classical scholars. *Our Debt to Greece and Rome* Series is written by able scholars of all nations.

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Mr. Rollin H. Tanner, Secy-Treas.  
New York University  
University Heights, New York City.  
Lodge—A Reasonable Plea for the Classics... .05  
Tigert—Shall we Continue Latin and Greek in  
Our Schools .05  
Kenyon—The Classics in Modern Life ..... .05  
Croiset—The Study of Latin and Greek and  
the Democracy .05  
Scott—Greek for Latin Teachers ..... .05  
Donnelly—Greek in English ..... .05  
Crum—Pronunciation of Greek and Latin  
Proper Names .15  
Service Bureau for Classical Teachers  
Miss Frances Sabin, Director  
Teachers College  
New York City.  
Lodge—The Value of the Classics in Training  
for Citizenship .10  
Smith—The Greek that the Doctors Speak... .10  
McVay—One Year of Greek: Is it Worth  
While? .10  
Lodge—Classical Origin of Scientific Terms... .20  
The two following articles should also be read:  
J. R. Wilkie, "The Intrinsic Adolescent Appeal  
in the Study of Greek." *Classical Journal*, Nov-  
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JOHN A. SAWHILL

## ENGLISH PRONUNCIATION OF LATIN

TWO methods of pronouncing Latin are now in extended general English use: one, the so-called English method, follows in general the analogies of English pronunciation according to certain formal rules; the other, the so-called Roman method, attempts to follow more or less closely, as far as it is known, the pronunciation of the Romans themselves at the height of their civilization (about B. C. 50 to A. D. 50).

The English method was until recently used in teaching Latin in both England and America, but has been almost entirely replaced for that purpose by the Roman method in American schools and colleges within recent years, and now to some extent in England also. The English pronunciation is still used, however, almost ex-

clusively in the pronunciation of Latin scientific words in English, for Latin and Greek proper names in English context, for legal Latin phrases, and for familiar phrases and quotations in English context. The English pronunciation applies to the plural forms as well as the singular of Latin nouns: so we say an *alumnus*, but the *alumni*; an *alumna*, but the *alumnae*. Thus: *i*, when the final sound of a word, always has its long sound (as in *ice*), as *a-lum-ni*; *æ* is always a diphthong unless separated by diæresis. It is pronounced as *e* would be in the same position; as, *alumnæ* (*a-lum-nē*).

Thus it will be seen that the final syllables of *alumni* and *alumnae* when used in English context have exactly the opposite pronunciation to that of the Roman.

Examples in English like *alumnae* are *Aeolian* (*ē-o-li-an*), *Cæsar* (*sē-zar*), *ægis* (*ē-jis*), *formulae* (*ē*), and *antennæ* (*ē*).

Examples like *alumni* are *foci* (*fo-si*), *loci* (*lo-si*), *fungi* (*fun-jī*).

It is also a rule in the English pronunciation of Latin words that *c* and *g* are soft before *e*, *i*, *y*, *æ*, *æ*; elsewhere *c* and *g* are hard.

Another method of pronouncing Latin is the so-called Continental method, developed from the modern languages during the Middle Ages and widely used by the Roman Catholic Church. By this method the vowels have their general Continental values (practically as by the Roman method) but the consonants are pronounced as in the language of the speaker. Thus *Cicero*, as a Latin name, would be pronounced in German as *tsē-tsē-rō*, in Spanish *thē-thā-rō* or *sē-sā-rō*, in Italian *chē-chā-rō*, in French *sē-sā-rō*, in English *sē-se-rō*.

Molière's *Les Femmes Savantes*, in an English version, was the commencement play at the Harrisonburg State Teachers College in June.



## ABOUT TEACHER TRAINING

WE SEE what a great part is played by schools in our modern civilization. We see the need that schools be places of real education. We want them to be places where young people can get certain needed knowledge, and more than this can get a certain power in the way of thinking accurately and judging rightly. To get these results we see how much hangs on the ability and equipment of the teacher. Hence it is, and well it is, that we are hearing so much about the problem of Teacher Training.

Plenty of people can remember the time when teaching was hardly thought of as a profession. Young men and women and older men and women took it up to make a living or to earn an extra penny when nothing better seemed at hand. A plan of professional preparation, as for law or medicine, was nowhere in the landscape or even on the horizon.

One may have a doubt whether the profession of teaching can ever be, in a technical way, quite on a par with law and medicine. For while the thing we call personality cuts a figure in whatever one does, it is in teaching that personality cuts deepest. So much is this the case that one may doubt about our thinking of teaching along quite the same line as we do of other professions. *It is in our favor that we do not have to be so professional as other professions.* For the more a "professor" of anything can continue to be just a human being, the better. All of us know personally numbers of fine teachers who have not had professional training. There is no use in denying this; it is a fact. And it is a fact quite apart from the way any one would call a doctor or a lawyer fine in his work who has not had the regular professional training. It is different in the teaching pro-

fession, and even those of us who most wish to magnify our profession must acknowledge the difference.

And yet this of course is true: teaching has become a profession. As such it demands technical preparation. But this can easily be overdone. It can easily fall into the fault of killing originality and making molds. And when it runs too glibly into psychology, it is getting on dubious ground. There are writers on the subject of teacher training who speak as if some problems in psychology were settled which are not. There are questions in psychology that have been positively settled in a dozen different ways in the last thirty years, like problems in philosophy, and the same problems will probably be settled in another dozen different ways within the coming thirty years. But aside from such cock-sureness in psychology, there is a body of principles founded on experiment, experience and practice, with which every candidate for the profession of teaching ought to be familiar. There is undoubtedly a solid reason for a certain amount of strictly professional training. And good teachers with gifted personalities who have not had the special training would be the first to recognize help from such training.

So it has come about that we are provided with normal schools, college departments of education and teachers' colleges galore, all directed toward professional preparation. To so great an extent has the purely professional side been emphasized that we have for some time been on the edge of the danger of losing sight of the scholastic requirements of a well equipped teacher. The professional movement has been perfectly natural. It has been a natural, if excessive, rebound from the days when nobody questioned that anybody could teach school!

Evidences are thick around us that the rebound was excessive. There are many teachers today who have had the profes-

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In its original form, before being amended, this article was published in *School and Society*.



sional training and yet have a very thin knowledge of the subjects they are teaching. This lack of scholarship, lack of full and accurate knowledge of subject-matter, has of course a harmful effect. The pupils are influenced by the looseness and superficiality of the work. They get used to being shallow and inaccurate. Not once, but many times, one hears professional and business men complain that it seems almost impossible to find high-school graduates who have the spirit of thoroughness and accuracy. There must be some truth in the charge. Those who actually examine pupils are more often than not surprised at the lack of accurate knowledge which they find. This is due to the lack in the teacher, and the lack in the teacher arises from the fact that we have been laying emphasis too much on the professional technique and neglecting the weightier matters. Happily there is beginning to be a reaction against this excess. We are beginning to hear more about subject-matter and scholarship.

When today we use the expression Teacher Training, nine out of ten of us think of the professional training rather than of the education that ought to precede and accompany the professional training. It is for this reason that even professors of education, certainly some of them, have come to dislike the term Teacher Training. If somebody could hit on a better word, or combination of words, it would be a welcome change. We need a name that savors not only of the process of professional training but of the spirit of scholarship. But even keeping the misleading name, we have come to the point where we ought to understand, very distinctly, that teacher training implies thorough and accurate knowledge and, more important still, the solid training that comes from acquiring such knowledge. It is this which ought to antedate the special training. It is this, and only this, which can form a firm foundation of preparation for the teacher's work.

Let us think a moment about the primary qualities we would all like to find in a teacher. Let us see what at least two of these are.

Whatever object we have in view and are working to get, there is always a gain in reducing the idea and the process to simple terms. There is always the danger of becoming confused in complexities and so losing sight of the main point. Simplicity is a virtue in all our work of education. This is not to say that there are short-cuts. There are no short-cuts in education any more than there are short-cuts in our manifold social problems. Simplicity in education simply means for us teachers that we try to state in as simple words as possible what we think education is, and that we try to see what is the simplest, not necessarily the easiest, way of getting it ourselves and then helping others to get it. In other words, there is virtue in getting down to first principles.

Of course one rarely speaks of a real teacher without mentioning first of all his or her personality. How often we hear emphasis laid, and rightly laid, on the teacher's personality. Dean Inge and others, in speaking of religious work and influence, say that what we are matters much more than what we do or say. It must be so, because what we are must inevitably flavor all that we say or do. We know that it is so. We say and repeat that it is so. The background of teachers, as of others, gets itself expressed in some way at every turn. In the profession of teaching this idea is especially important for the reason that teachers have to do with young minds that are easily influenced.

Now this element of personality is something that can be planted and nourished. However subtle it may be, it is a real thing. To realize it is one of the simple purposes to be kept in view in all our education and especially in our training of teachers. In begetting or fostering personality immense



help comes from two acquirements, which are good in themselves apart from any resultant personality. Without them no one could rightly be classed as more than half educated. We might call them two main objectives in the preparation of those who are to engage in the profession of educating others.

One of these main requirements in the training of a good teacher is the spirit of scholarship. It is not so much the amount of scholarship or the subject of scholarship as the spirit. It is the spirit of valuing, reverencing and seeking the fact, whatever the matter be. It is the spirit of accuracy, thoroughness, genuineness. Abraham Lincoln, without going to high school or college, had this spirit. However much it may have been a part of his nature, the study of Euclid by the light of a wood fire helped him to perfect it. We can well imagine that he did not turn a page until he knew what was on that page. He took a definite subject and pursued it in a genuine way. This is the whole simple secret. To this end would it not be well, in any normal school, school of education, or teachers' college, that the curriculum should include at least one definite subject like mathematics, physics, Latin, or English which would be required throughout the course? Whether or not one such subject be carried all the way, would it not be well, no matter how jealous may be the insistence on professional subjects, to stand by the requirement of at least one such definite subject each year? To get the spirit of scholarship the choice of subject is of little moment, provided it be a subject in which absolute accuracy can be and will be demanded.

Teachers who have this spirit of accuracy and genuineness spread it through their classes. It is a part of their personality. *They can get it by close, continued study of some definite subject, and there are no short-cuts.* Having got it in any one thing, they take it into other things.

The second thing which it seems to me we may be justified in naming as one of the two main objectives in the preparation of teachers is the spirit of discrimination, good taste, culture. Culture is a word abused, but it serves. Teachers who have culture change the atmosphere of their schools. A person of culture discriminates between good and bad in manners, in literature, dress, pictures, music and what not. How can we get this power of discrimination? Many things help. The reading of good books helps. The mastery of one of Gilbert Murray's translations of a Greek drama, the mastery of Matthew Arnold's introduction to his edition of Wordsworth—anything like these would help. Travel helps. Looking carefully at a good picture helps. Listening attentively to good music helps. Looking lovingly into the face of a beautiful rose helps. All contact with beautiful things helps.

But for most of us the greatest help comes from getting in touch directly with those who have this power of discrimination. When Sidney Lanier was half starving, suppose some college had found him out and paid him only to come and sit before an English class and talk about Shakespeare. What a well-spring of culture he would have been to the students who came thus in touch with him.

The personal contact is the main thing. It would be a good move if all places where teachers are trained would increase the practice of bringing in from the outside people of taste and discrimination. Not the professional platform people. Heavens, no! But people who by their ways and works have shown that they know the significance of culture and good taste. It may be a clergyman, or merchant, or doctor, or lawyer, or architect. There are some in all callings, some in almost every community.

So then let us not be confounded by a complexity of demands. Let us seek simplicity and ensue it. Whatever our teach-



ing-training must include, no matter how much professional technique may be required, let us keep in view the two simple objectives of accuracy, which is the truth of things, and culture, which is the beauty of things. Teachers who have themselves the spirit of accuracy and the spirit of culture will inevitably inspire like spirit in their pupils. They will beget in pupils the habit of accuracy and the tendency to discriminate between what is true and what is false in all the various contacts of life.

J. H. DILLARD

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A. Desclos, Director of the Office des Universités et Ecoles Françaises, is quoted in *The French Review* as declaring: "I believe very sincerely that our system of secondary education is the best thing we have in France and that we have truly solved the problem which you [Americans] are trying to answer—namely, that of giving to the whole nation a general culture sufficiently strong to leave its life-mark on those who have received it."



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## EDUCATIONAL COMMENT

### THE GENERAL EDUCATION BOARD IN THE SOUTH

EVIDENCE of the extensive assistance provided to southern institutions of learning by the General Education Board is found in the Board's annual report for 1927-1928, recently published from its offices at 61 Broadway, New York City. Excerpts follow:

#### *University of Texas*

The University of Texas is the principal educational institution of a large section of the Southwest. Its facilities in respect to plant and library and its income are equal if not superior to those of any other southern institution. A graduate development, though comparatively recent, is actively under way in the field of zoölogy. In order to stimulate graduate instruction and research in this department, the Board made an appropriation of \$65,000 to be available over a period of not more than seven years, conditioned on the University's providing from other sources increasing sums annually for the same department, which at the end of the period mentioned will amount to \$20,000 a year.

#### *Davidson College*

During the past fifteen years the endowment and teaching staff of Davidson College, N. C., have trebled, while the number of students has doubled. Five years ago the main college building with classrooms and laboratories was destroyed by fire. Thereupon temporary wooden structures were built and approximately one-third of a new fire-resistant building was constructed. In order to assist the institution to complete this building, the General Education Board made an appropriation of \$100,000 towards \$400,000.

#### *Vanderbilt University*

The completion of the new plant at a cost of approximately \$3,500,000 left an endowment for the Vanderbilt School of Medicine and Hospital of \$5,000,000. On beginning operations, the Hospital was credited with an income of \$100,000 and the School with an income of \$150,000. Inasmuch as these sums were obviously insufficient, annual grants were made by the General Education Board and by the Carnegie Corporation for periods ranging from three to five years in the hope that, by the time these grants terminated, it would be definitely known how much the operation of the plant would cost and what other sources of income could be relied on. Receipts from hospital patients have increased from \$37,530 the first year to \$110,000 for the third year. The total cost of operating the Hospital is estimated at between \$370,000 and \$400,000. In order to provide for the Hospital deficit and to stimulate popular support, the General Education Board appropriated \$525,000 to be expended on a decreasing basis over the next three years.

The School of Medicine has been operating on a budget of approximately \$240,000 a year, of which the sum of \$50,000 is in the form of an annual grant terminating this year. Inasmuch as the School has a staff of the same general caliber as that of progressive schools elsewhere, it is evident that its budget must be increased. The Board appropriated \$2,000,000 towards the endowment of the School, of which \$1,000,000 is to finance an expansion of scientific activities.

A further appropriation of \$15,000 annually over a three-year period was made for the purchase of books for the medical library.

In the field of Negro education the report speaks of its assistance to the Virginia Union University, Richmond, Virginia:

In 1924, the General Education Board made an appropriation of \$300,000 towards \$600,000 for endowment and permanent improvements to enable this institution to enlarge its facilities for college instruction. The institution has been very successful in securing the necessary pledges for supplemental funds, particularly from its negro friends; but it has been disappointed in respect to an anticipated pledge amounting to \$50,000. In order that the program might be completed as planned, the General Education Board appropriated \$50,000, thereby increasing its capital appropriation to \$350,000, and a sum not to exceed \$32,000 to be apportioned over a four-year period for current expenses.

An appropriation of \$30,000 for fellowships for Negroes who are engaged in educational work in the South was made, as were appropriations to Negro institutions in Georgia, Alabama, and Texas.

To the Virginia Normal and Industrial Institute, at Petersburg, \$132,000 was appropriated toward a building and instruc-



tional program involving an expenditure of over \$400,000.

"Since 1922," the report says, "the General Education Board has made grants for advanced study to persons occupying prominent educational positions in state institutions, schools of education, of state universities, state normal schools, and teachers colleges of the South. An appropriation of \$30,000 was made for this purpose for the year 1928-29."

*High School Reorganization and the Training of High School Teachers*

Recent surveys of the high schools of a number of southern states have revealed certain unsatisfactory conditions, due mostly to rapid growth. The great majority of the high schools of the South are small, having six teachers or less. These schools too often attempt a program beyond their resources, facilities, and the special training of their staffs. Existing certification systems do not as a rule require appropriate preparation for high school teaching, and state universities—to say nothing of privately endowed colleges and universities—are not properly equipped and organized to prepare efficient high school teachers.

In an effort to improve the situation, four southern states—North Carolina, West Virginia, Virginia, and Kentucky—have developed new programs, reorganizing their small schools and the methods of training high school teachers. To aid certain other states, the General Education Board in 1927-28 appropriated to the State Department of Education of Oklahoma \$3,000 to finance a study of high school conditions and the training of high school teachers. Appropriations of \$3,000 and \$3,500 for the same purpose were made to the State Departments of Education of Arkansas and Alabama.

In North Carolina, West Virginia, and Kentucky a study of high school conditions and of the training of high school teachers led to the strengthening of facilities for the training of all kinds of high school teachers. A corresponding study in Virginia has resulted in an effort to improve the facilities for the training of teachers at the University of Virginia. Towards this new program of teacher training the General Education Board appropriated to the University of Virginia the sum of \$40,000 over a two-year period.

### LATIN IN COLONIAL VIRGINIA

Teachers and students of Latin will be particularly interested in the paper of this title which appears in *The Classical Weekly*, November 12, 1928, prepared by Mrs. Philip Hiden of Newport News, who is pres-

ident of The Classical Association of Virginia. The following paragraph shows how the extant material may be divided.

"Latin in Colonial Virginia would cover the period from 1607-1776. The extant material may be divided, it seems to me, into three classes: (1) Latin found in county court records, royal proclamations, instructions to royal governors, and similar documents. As might be inferred, the amount of this Latin is limited, since many of the old records in Virginia have been destroyed and not all of those in England have been published. (2) The second class includes the Latin used in schools, or read for pleasure. We learn about this from lists of school books that have survived the years, and from catalogues of private libraries found in inventories of estates. (3) The third place in which Latin is found is in the inscription on tombstones of the Colonial period. So far as I know, these tombs are mostly in Tidewater Virginia."

### FRENCH ACADEMY TO PUBLISH A GRAMMAR

THE French Academy now announces that it will soon publish a standard grammar. It is significant that in its beginning, three centuries ago, the Academy proposed to issue a grammar and a dictionary, making known what was correct French and what was not. Of the dictionary it has sent out many editions, but it has not yet risked a grammar. Even now the names of the authors are discreetly to be withheld.

The May number of the *Birmingham-Southern College Bulletin* is devoted entirely to foreign languages. In an illuminating article on the complete French system of national education, known as "The University of France," Paul Merrill Spurlin concludes that "French education would be the richer by the transfusion into its sys-



tem of a bit of our 'social sense' and that American education would gain by the injection of some of the methodical thoroughness so typical of the University of France."

"The French high-school teachers seem much more like an American college faculty of first rank.

"There is also a greater respect for grades in France. Our students have lost their respect for these, but over there a good student is more certain to be a leader than is an athlete or manager. . . . The parents of other boys know of him. He becomes somebody through the sheer effort of his mind. This is far from the present low estate in America of the student who has nothing to recommend him but a good brain."

HARRY KURZ, in *The French Review*

#### CLASSICAL ORGANIZATIONS

With reference to the benefits derived from being a member of Classical organizations, Miss Sallie Lovelace of Roanoke, state Vice-President for the Classical Association of the Middle West and South, makes the following remarks:

"Every teacher of Latin in Virginia should belong to the following associations and as far as possible attend their meetings:

1. Classical Association of Virginia  
Membership: one dollar including  
*Latin News Notes*  
Dues may be sent to Mrs. Ann Miller Stiff, Maury High School, Norfolk, Va.
2. The American Classical League  
Membership: one dollar including  
*Latin Notes*—a publication especially helpful to high school teachers  
Dues may be sent to Miss Frances Sabin, Classical Service Bureau, Columbia University, New York City.
3. The Classical Association of the Middle West and South

Membership: two dollars including  
*The Classical Journal*.

Dues may be sent to Prof. W. L. Carr, University of Michigan, Ann Arbor, Michigan.

"It may not always be possible for teachers to attend all of these meetings, but the State Association which meets in connection with the Virginia Education Association is easily within reach of all. No teacher of Latin can afford to miss this source of inspiration."

The Latin teacher will also find an inspirational and helpful magazine in *The Classical Weekly*, Charles Knapp, Editor, 1737 Sedgwick Ave., New York City. \$2.00.

#### THE CLASSICS IN MODERN LIFE

"We need propaganda, active enthusiastic propaganda, to convince the general public that the classics are a live modern subject; that the study of the classics is an essential part of the study of the humanities (which is simply the study of what man has done and thought in the past) is essential to us, who live in the world of men. Natural science teaches us how to deal with the world of Nature. The humanities teach us how to deal with the world of men. Both are essential, but of the two I venture to claim that the second is the higher. I dare not elaborate the comparison, lest I should seem to disparage the knowledge of the wonderful world in which we live and the miraculous achievements of those who have devoted their lives to the scrutiny of it. But nothing can exceed in wonder the human soul; nothing can be more vital, more enlarging, more elevating to our minds than the knowledge of the thoughts and actions of man—his aspirations, his loves, his hates, his greatness and his meanness, his relations to his fellow-creatures and his God."

SIR FREDERIC KENYON,  
Director of the British Museum



## THE READING TABLE

### A SYMPOSIUM

THE CLASSICS. A Symposium of Essays. Edited by Felix M. Kirsch. Milwaukee: The Bruce Publishing Company. 1928. Pp. 279. \$3.00.

*The Classics* is a book of papers on subjects which deal with the "why" of classical education. These papers were lectures delivered at the Tenth Annual Meeting of the Educational Conference. Rev. Felix M. Kirsch, O. M., Cap., Professor of Education at the Capuchin College, Catholic University of America, edited the book. The History of Classical Education in the Church, the first paper in the book, shows that the classics have served throughout the ages as the best instrument of general culture. The next paper, "The Value of the Classics," approaches the classics from the standpoints of language, education, religion, and culture. Subjects of College Entrance Requirements in the Classical Languages, the Greek Problem, and the Tradition of the Classics in England, are also included.

### THE HOLY LAND OF THE IDEAL

GREEK CULTURE AND THE GREEK TESTAMENT. By Doremus Almy Hayes. New York: The Abingdon Press. 1925. Pp. 224. \$1.50.

Professor Hayes adds a new radiance to "the glory that was Greece" in this volume of understanding and appreciation. "Wonderful" is the high word with which he describes the ancient Greeks—their land, language, and literature; and the most wonderful volume is the New Testament, the greatest Greek book. He reminds us that ancient Greece had a right to the name, "the Holy Land of the Ideal," and that while we moderns are tamely content with second best things, "in Greece, in science and philosophy, in literature and in art there has been the most complete realization of the ideal all-around human life of a nation the world has yet seen." He makes a strong plea for the retention of the classics in the curriculum of the college, and declares that

"prosperity despises uncommercial scholarship," and that we "demand an education in efficiency rather than in the humanities," claiming that "as our colleges and universities have neglected the classics barbarism has gradually returned," and that "the triumph of efficiency in the last Great War was at the same time the triumph of barbarism in Europe."

### NEW HIGH SCHOOL TEXTBOOK

LATIN I. By Henry Carr Pearson, Lillie Maria Lawrence, and Nina Frances Raynor. New York: American Book Company. 1929. Pp. 544. \$1.40.

An entirely new text, the first of a two book series for the first and second years of high school Latin. It is organized to meet modern needs and follows the recommendations in the report of the Classical Investigation of 1924. It contains a large amount of interesting reading material, the essential grammatical principles presented in connection with an immediate use, ample drill, etc. This book is unusually rich in material that shows the great contribution of Latin to English. Every chapter contains a section giving interesting comments on Latin words that have found their way into our language together with sentences that show the use of these related words in English expression. Several special chapters are devoted to the study of derivatives and of suffixes and prefixes. Directions to the pupil for keeping an individual notebook provide a practical method for organizing and preserving all this valuable information.

J. A. S.

CHANTONS UN PEU. By Ruth Muzzy Conniston. Garden City, New York: Doubleday, Doran and Company. 1929. Pp. 148. \$2.00.

A fine collection of fifty-six French songs, new and old—a song for almost every occasion in the schoolroom or in the French club. The accompaniments are simple and beautiful. The interpretations of the songs, the explicit directions for dramatizing them, and the designs for costumes will be found very helpful indeed.

Professor André Morize of Harvard suggested to the author the need of such a book and him-



self wrote the little French lessons based on the songs—questions, conversations, grammar drills even. No pains have been spared to make the book complete.

E. P. C.

MY PROGRESS BOOK IN FRENCH—NUMBER ONE.  
By Ethel F. Littlefield. New York: Looseleaf Education, Inc. 1929. Pp. 63. 35 cents.

This collection of seventy-six varied exercises is delightful, and most encouraging to the beginner. The perfect achievement of each task seems so possible that the lure of trying the next one never fails. Besides the completion tests that invite the pupil's activity with their alluring dotted spaces to be filled, there are many exercises on pictures, to keep him in unceasing contact with *realia*.

The book contains no word of English, but is entirely clear. It is designed as an accompaniment to a grammar, not as a substitute for it.

We are glad to note that Progress Book Number Two is now issuing from the press.

E. P. C.

## NEWS OF THE COLLEGE

Following an arrangement made between the Harrisonburg State Teachers College and Teachers College, Columbia University, two supervising teachers have been designated by Dr. Thomas Alexander, professor of education in Teachers College, to serve as supervisors in the Harrisonburg Training School under the direction of Miss Katherine M. Anthony. By this co-operative plan students in Dr. Alexander's class will do their field work in Harrisonburg as well as at various other leading teachers colleges of the Atlantic seaboard. To Harrisonburg have come for supervision work during the present session Miss Lenora Johnson and Miss Mary J. Moss.

The beginning of the spring quarter brought with it two lyceum numbers of particular interest. Dr. H. N. Poteat of Wake Forest College lectured April 1 on "Hymnology." On April 18, Richard Halliburton, widely known author, appeared here, giving decidedly one of the most interesting lectures ever heard at H. T. C. His lecture dealt with various experiences had in his around-the-world travels.

On April 4, Elizabeth Dixon, succeeding Mary Boone Murphy, was installed as pres-

ident of Y. W. C. A.

Impressive in the year's program of the school were the Senior and Sophomore tree-planting ceremonies, which took place April 11 and April 23, respectively.

Following its annual custom, the Glee Club left on its spring trip April 10, going to Fredericksburg, where it was a participant in the state choral contest, singing over the radio at Richmond, and appearing in concert at Westhampton, presenting a program at the University of Virginia, returning April 14.

Junior day was observed on April 6. The yellow and white class colors were evident in the class costume, attractive decorations, and advertising schemes. As part of the festivity, a banquet was held in the Senior dining hall. As a fittingly successful, well-planned and decidedly attractive closing feature of the day, "Up in the Air," a two-act musical comedy, was presented as the class stunt. The entire production was thoroughly enjoyed by a large audience.

The college was again represented at the Apple Blossom Festival at Winchester. About two hundred and fifty girls attended, marching in the parade in costume and with a float. The scheme of design for representation brought an award of one hundred dollars for second place in the most artistic class.

Activities of the Debating Club have been numerous and vigorous. Debates have been held with Bridgewater College and S. T. C. at Farmville. A dual arrangement has been carried on, each college being represented in both sides, one debate in one college, the other side in the other college. H. T. C. has won its negative side against both Bridgewater and Farmville, losing the affirmative. Oratorical contests, also, have been held with Farmville. Kathryn Markham was victorious as one oratorical contestant against Farmville, Elizabeth Kaminsky losing in a similar contest here. But Elizabeth Kaminsky won first prize in the



oratorical contest held at the Pi Kappa Delta convention held at the North Carolina State College at Raleigh.

On April 20, the University of Richmond Glee Club appeared in concert program at the college, sponsored by the H. T. C. Glee Club.

The honor roll for the second quarter as announced by Dr. Henry A. Converse, registrar, is as follows:

SENIORS: Frances Ann Bass, Martha Mae Bass, Clara Beery, Anne Elizabeth Cockerill, Olive Margaretta Coffman, Ethel Margaret Craun, Mary Thelma Miller, Florence Ellen Reese, Eva Frances Reynolds, Winona Franklin Walker, and Anna Howard Ward.

JUNIORS: Gertrude Elizabeth Bazzle, Mary Eleanor Crane, Margaret Elizabeth Ford, Mary Irene Garrison, Janet Elizabeth Houck, Elizabeth Lee Kaminsky, Effie Elva Kirkpatrick, Elizabeth Larned Knight, Sallie Bronner Leach, Helen Lee, Clara Belle Smith, Annie Preston Starling, and Mina Graves Thomas.

SOPHOMORES: Myrtle Mae Baber, Lillie Frances Blankenbaker, Lola K. Davis, Wintie Mary Heatwole, and Lois Watson Winston.

FRESHMEN: Julia Lois Duke, Catherine Lucrece Markham, Bertha Ola Pence, and Harriet Agatha Ullrich.

### ALUMNÆ NOTES

Elizabeth Franklin writes that she attended the concert given by our Glee Club in Richmond and enjoyed the performance exceedingly.

A letter from Virginia Simpson Robertson informs us that she has been substituting in the grades of the Norfolk Schools, from the first to the eighth. She assures us of her co-operation in any way that she may be of service.

Sallie Loving is teaching in Cherrydale, Va. "I love H. T. C. as dearly as I ever did and if I do not get back for commence-

ment or if I seem negligent it isn't because my love for it or its inhabitants has waned in the least."

Elsie Burnett, of Petersburg, writes that the Alumnæ Chapter there has been quite active this year and that they are about ready to send in their quota to the Johnston Memorial Fund.

Mary T. Moreland, of Norfolk, is teaching there again this year. "I cannot ever forget my happy days at Harrisonburg and the friends I made there."

Mrs. Virginia Borst Hall sends money for Life Membership in the Alumnæ Association. Her address is Sutherland, Va.

A letter from Miriam Jones Claud informs us that she has a new baby boy just three weeks old. "It looks like I might have had me a girl to send to H. T. C.!"

Isabel Sparrow, who is teaching English at Stuart Hall, Staunton, Va., writes as follows: "I have looked forward each month to the coming of the VIRGINIA TEACHER and its news of all my friends. This is my second year at Stuart Hall and I am coming back next year. I am crazy about the work and the girls. We have about one hundred and thirty-five boarders and a number of day students. As we have twenty-four teachers, you can see that our classes are nice and small, and we do a great deal of individual work. We have partial student government, which simplifies the discipline problems for us teachers. I am looking forward to being at commencement this year, and to seeing all the H. T. C. girls."

Mary Rhodes Lineweaver writes from Alexandria, where she is teaching, that she has been getting the various letters from the Alumnæ Office and that she has been enjoying the news from the college. We expect Mary Rhodes home in time for commencement.

Virginia Elver writes from Norfolk. "You are reaching the alumnæ and making



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